**Lesson Plan Format**

**“1- Migration”**

**Teacher Candidate \_\_\_Timothy Winans\_\_\_\_ Grade Level\_\_5th grade\_\_\_\_ Date of lesson\_\_12/05/11**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

DoDEA Learning Standards:

Standards also address Mini-Lessons and added curriculums during the day outside of this particular lesson plan.

5E1a: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as

well as context clues (the meaning of the text around a word), to

determine the meaning of specialized vocabulary and to understand the

precise meaning of grade-level-appropriate words.

5E1b: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. At

Grade 5, In addition to regular classroom reading, students read a

variety of nonfiction, such as biographies, books in many different

subject areas, magazines and periodicals, reference and technical

materials, and online information

5E2a.3: Write informational pieces with multiple paragraphs that present important

ideas or events in sequence or in chronological order; provide details and

transitions to link paragraphs; and offer a concluding paragraph that

summarizes important ideas and details.

5E2a.7: Create simple documents using a computer and employing organizational

features, such as passwords, entry and pull-down menus, word searches,

the thesaurus, and spell checks.

5SSK7: Students pose relevant questions about events they encounter in

historical documents, eyewitness accounts, oral histories, letters,

diaries, artifacts, photographs, maps, artworks, and architecture.

5E3b.3: Deliver informative presentations about an important idea, issue, or event by

the following means: frame questions to direct the investigation; establish a

controlling idea or topic; and develop the topic with simple facts, details,

examples, and explanations.

5SSK11: Students identify and interpret the multiple causes and effects of historical

events.

5E3a.2: Interpret a speaker’s verbal and nonverbal messages, purposes, and

perspectives.

5.M.1a: identify verbally and in writing the place value for each digit in

decimals through millionths;

Example: Write the number 287.426271 in words.

5.M.1m: use estimation strategies for the results of computations involving

whole numbers, fractions with denominators of 12 or less, and

decimals through millionths.

5.M.5b: select and use a graph that is appropriate for the type of data to be

Displayed.

Standard: 5Sa: The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and

mathematical thinking necessary to conduct a controlled scientific

investigation.

**Unit Goal**: Students will study migration in an inter-disciplinary unit. They will be able to identify and take actions on issues relating to human migration, immigration, and or refugees and present an “Oral History Presentation” to another classroom as a closure to this unit. Students will discuss migration in the early United States and work towards present time immigration. They will be evaluating this new expository information by drawing conclusions and making judgments on what they have read. The overarching goal of the lesson is to get students thinking about the experience people had from migration in historical times and compare it to relationships of immigration of the present day and answer the “Why did people migrate question.”.

**Lesson Goal/ Key Knowledge and skills gained:** Students will be able to give a good interview by asking questions, taking notes, taping (video), or audio recording. Students will gain insight on what it takes to give a good interview and how to gather any and all facts to prepare for an oral history presentation. This is the hook or startup activity (it will be used to gain interest with the students).

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students know of the ideas and reasons as to why people are interviewed. They understand that to interview someone, you are gaining knowledge of that particular person. Because my students have the skill of understanding an interview, I will skip to modeling for them by showing the difference between a good interview and a bad interview.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to interview their family or friends of the family and discover “why” their family migrate, take efficient/effective notes and prepare to present an oral history presentation to the class.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

A checklist provided will cover the attributes of conducting a good interview as well as a question data sheet for example questions to ask. The checklists will be used to assess if all of the criteria was covered when conducting an interview.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources. I will hold both the audio and video recorders in front of the class and go over the operating instructions one area at a time. I will explain that the priority will be oral interviews but this is a good way to introduce other ways to present interviews and my students who are ESL and cannot see will blend into the interview process.

* Audio Recorder (20 each) donated – the students can use these but it will be explained verbal interviews will be the priority.
* Video cameras (20 each) donated – the students can use these but it will be explained verbal interviews will be the priority.
* Computers with internet sites already tabbed (websites)
* Art work
* Smart board
* Pens and paper (colorful)
* Journals

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Inquiry Based/ / Direct Instruction:** This lesson plan will be an introduction phase of the Inquiry process. Students must learn to ask questions from their human sources; know if the information is accurate. Students must adhere to good note taking antics and in turn will absorb and learn about the reason “why” their families migrate to North America. Students will make assumptions, choose their own questions and decide the meaning of “why” their families migrated. I will directly instruct the students on proper interviewing conducting techniques. I will model to them first and then teach the specific skills in the interview process.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

You have just been hired part time by stars and stripes to give an oral history presentation as to “Why you’re Family migrated/immigrated to North America.” The oral history presentation will be to the class that they are sponsoring (which just happens to be the classroom across the hall). In preparation of oral history presentation, you must conduct a family history interview to either your family or friends who have knowledge of your family’s migration to North America. The interview may be taped or audio recorded as well as not taking the facts to gather your thoughts for the oral history presentation. A mock interviews will be first modeled from the teacher (I) and another student as a good interview, next the students will practice in front of the class (2 students) at first then all students will have a chance to practice and we will then examine if the interview was either a good interview or a bad one.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* I will use the past KWL questions generated and add onto these by the mini lessons given (listed below). The questions will grow after the mini lessons and prior to the interviews actually taking place; the questions will come first. I will then ask the students “how” they will go about finding the answers to their questions through oral questioning from family or friends.

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| Mini Lesson 1: Interview Preparation Just a little preparation and thought ahead of time can have wondrous effects on your interviewing skills. This course can help you prepare successfully for any job interview! We will discuss and write down (from the students point of view what one needs to conduct a good interview. I will gain KWL through this mini-lesson. |
| Mini Lesson 2: Common Interview Questions + Questions to Ask Your Family Members  * Interview questions can be tricky and downright frustrating at times. If you are caught off guard, you are bound to stumble and probably look more than a little dumbfounded as the person giving the interview. * From what foreign country or area of the United States did each branch of your family come? * Why did they emigrate or migrate? * When and where did they arrive? How did they travel? How much did it cost? How long did it take? * What did they know about their destination before they came? How did their new home live up to their expectations? * What difficulties did they have when they arrived? Where was the first place the family lived in this country? How often did the family move? Where and why did they move? * As time passed, what old customs and values were kept? Which were not? Why? |
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| Mini Lesson 3: The Mock Interview The mock interview can be a challenge to get organized and prepared for, but complete a video-taped mock interview with a career counselor/specialist, and you've got one of the best interview tactics available to you.  Using 2 class students, I ask them to perform a good interview and a bad interview and after it is done, I will ask my class:   * Which interview was good? Why was it good? * Which interview was bad and why was it bad? * Then I will play back the video to the students and ask the same questions getting them to examine more closely and reflect on what they are learning.   Then the whole class can practice so that every student has a chance. |
| Interviews Mini Lesson 4: Phone Interview Preparing for a phone interview is similar to preparing for a normal, in-person interview, but more weight is placed upon organization and written information. The class will watch and audio record the phone interview and again asking 2 different students one can be the person calling and the other the receiving. I will play back the audio portion of the interview to the class asking them the same question as presented in mini lesson 3. |
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| Mini Lesson 5: Closing the Interview Closing the interview is the best time to hit the person you are interviewing with all you've got. This is the perfect time to recap and find every last detail that you will want to know. Again, we will bring back the first students and mock the closure. |
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**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

### Writing Thank You Notes

Effective interview follow-up does require a little assessment. Think back to each interview you participated in (watched); then ask yourself some questions about the interview and how it went. Each student will reflect back onto what they learned from the interview process (Journal) and write thank you notes to the person interviewed as if they were the ones that did the interview session. It will be a short Thank You card and will bring this lesson plan on how to give a good interview to a closure. This activity will take place in the art room and be part of specials. I will work with the art teacher and come up with a good plan to establish timelines to get these done.

**Home work:** Students will Interview family and family friends on where their family migrated/ immigrated from. They will have 3 days to gather up all of their information before the next lesson “presenting an oral history presentation to the class.”They are well aware that they will be presenting their facts on “why their family migrated to North America.” If for any reason that this is not possible, students will do an oral history of how they came to Japan from the states.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| **Miki Burns**  **Johnny Lately**  **Larry King** | Miki, Johnny and Larry are all assessed as ESL students (English as a Second Language). They have been identified due to not speaking English until they *all* started the 3rd grade (3 years of learning English for Miki considering she was held back in the 4th grade; 2 years for the other two students). They have difficulty reading and writing text and are currently between the 2nd and 3rd grade reading levels. The school is assessing whether or not to place them in a special education tag so that they will receive additional one-on-one assistance on their reading and writing abilities 2 hrs each day. | In this lesson considering there will be some writing and some reading, when the students are asked to read back from their interview conducted also to read their question “why” their families migrated to North America, The teacher (I) ensure that students who do not speak English fluently have access to some means of bridging the student’s first language (in this case Japanese) and English. Some tactics would be student groupings that include a student who speaks both English and Japanese, dual-language dictionaries, internet sites on migration interviews in Japanese language as well as my hand outs (written in Japanese under the English. |
| **Jake Cane** | Jake has been semi-blind since birth. He can see slightly (colors and shapes) and has been identified as a student who needs assistance in the classroom. He is very intelligent yet lacks proper eyesight to see clearly. | Jakes parents will come to school for the interview (if required for more assistance in the interview process to include a personal assistant to support him with taking the notes). Definitely, Jake will have first dibs on the audio recorders that will be issued out for the interviews. Jake still likes to sit in the front of the class since he is in a wheelchair and he feels more comfortable in the front so that he can hear well. |
| **Arnold Sworzinfear** | Arnold has extreme agitation, filled with tension and dread. He has panic attacks that cause him to sweat profusely and cover his ears and scream at times. He feels threatened by ghosts and usually also shivers uncontrollably when the panic attacks take over. Other symptoms are:   * Shallow breathing and hyperventilation * Shaking or trembling * Pounding heartbeat or sweating * Stomach ache, diarrhea or vomiting * Rush of adrenaline * Extreme agitation * Avoidance of situations * Crying * Anger or shame * Hives, rashes or skin problems. * Fatigue, problems falling asleep or difficulty getting back to sleep. * Loss of concentration   He has been having the panic attacks for over a year and is dealing with it much better. He is not on any medication at the moment but does need to modify his school day which was achieved 4 months ago through a 504 plan. | The teacher (I) will need to focus on Arnold and his anxiety issues. Arnold is experiencing anxiety, it is important not to yell, tease or demean him for his anxious thoughts and behaviors. Also, if you yourself (teacher) are outwardly anxious, you will feed into your child’s anxiety and perpetuate the problem. Here are some strategies for assisting Arnold to get through his day:   * Teacher (I) will educate myself on anxiety disorders: There are numerous websites and books available on childhood anxiety. * Communicate and listen: Teacher (I) will help Arnold open up about his feelings, fears and worries. I will Role play scenarios so Arnold can experience the end result of the “what if” scenario playing in their head and experience the outcome in a safe place. * Show empathy: Teacher (I) will not try to fix the problem, instead I’ll be supportive and reassuring to Arnold that everything will be okay. * Teach problem solving techniques. Children suffering from anxiety feel comfort when they believe they have some control over the situation. I will assist Arnold on problem solving techniques. * Learn relaxation techniques: One of the most effective and simplest strategies to combat anxiety is belly breathing. Belly breathing eliminates shallow chest breathing which can encourage hyperventilation. Belly breathing forces your body into a state of relaxation. Training Arnold in belly breathing can be a simple way to ward off a full fledged anxiety attack. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?